DOCUMENT RESUME

ED 462 623 CE 083 093

AUTHOR Wonacott, Michael E.
TITLE Teacher Induction Programs for Beginning CTE Teachers. In Brief: Fast Facts for Policy and Practice.
INSTITUTION National Dissemination Center for Career and Technical Education, Columbus, OH.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO NDCCTE-19
PUB DATE 2002-00-00
NOTE 5p.; Based on "Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Educators," by Richard M. Joerger and Christine D. Bremer and funded by NDCCTE.
CONTRACT VO51A990004
AVAILABLE FROM For full text: http://www.nccte.org/publications/infosynthesis/in-brief/in-brief 19/index.asp or http://www.nccte.org/publications/infosynthesis/in-brief/in-brief 19/inbrief19-teacherinduction.pdf.
PUB TYPE Information Analyses (070)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Alternative Teacher Certification; *Beginning Teacher Induction; *Beginning Teachers; Continuing Education; Definitions; *Educational Needs; Educational Policy; Educational Research; Feedback; Guidelines; Models; Needs Assessment; Policy Formation; Postsecondary Education; Professional Development; *Program Content; *Program Design; Program Development; Socialization; *Teacher Education; Teacher Supervision; Teaching Experience; Vocational Education
IDENTIFIERS *Career and Technical Education; Teacher Socialization

ABSTRACT

Teaching is a very difficult field to master, and the challenges faced by beginning career and technical education (CTE) teachers are especially great. Teacher induction, which usually takes 5-6 years, is the total of all the teacher's experiences from the moment the first teaching contract is signed until the teacher is comfortably established as a competent, effective, professional teacher. Well-designed teacher induction programs can improve teacher competence, performance, and effectiveness by providing the following items: (1) ongoing personal support, assessment, and feedback; (2) continuing education that builds on preservice education; and (3) positive socialization into the profession. Research has identified the following categories of "induction detractors" (problems, concerns, experiences, and challenges) faced by beginning teachers: internal; pedagogy; curriculum; program; student; peer; system; and community. Research has also identified 26 topics in the 8 categories that should be emphasized in CTE teacher induction programs. Although traditionally and alternatively certified beginning CTE teachers have many induction needs in common, research has revealed nine areas in which alternatively certified CTE teachers need extra assistance during their first year. Studies have also identified actions that policymakers can take to optimize beginning CTE

Reproductions supplied by EDRS are the best that can be made from the original document.

teachers' experience and 11 components that can be combined into a comprehensive teacher induction program. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 623

Teacher Induction Programs for Beginning CTE Teachers

In Brief: Fast Facts for Policy and Practice No. 19

Michael E. Wonacott

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

National Dissemination Center for Career and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090

CE 083 093

BEST COPY AVAILABLE

FAST FACTS FOR POLICY AND PRACTICE

IN BRIEF

CTE National Dissemination Center

1900 Kenny Road Columbus OH 43210-1090

no. 19 2002

Teacher Induction Programs for Beginning CTE Teachers

by Michael E. Wonacott

Based on research conducted by Richard M. Joerger and Christine D. Bremer, University of Minnesota, and funded by the National Dissemination Center for Career and Technical Education

In ***Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Educators*** (Columbus, OH: National Dissemination Center for Career and Technical Education, 2001; https://www.nccte.org/publications/secure/index.asp), Richard M. Joerger and Christine D. Bremer examine a promising strategy to improve the success and retention of beginning career and technical education (CTE) teachers. This ***In Brief*** reviews the needs of beginning CTE teachers and summarizes Joerger and Bremer's findings on how teacher induction programs can meet those needs.

Teaching: A Tough Field to Enter

Teaching appears to be an exceptionally difficult field to master, with the first year of teaching a particular challenge. Beginning teachers commonly receive the most difficult teaching and advising assignments yet are expected to perform as expertly as experienced teachers. As a result, education scholars theorize, beginning teachers leave the field at higher rates than beginning workers in other careers.

The challenge of beginning to teach may be particularly great for new CTE teachers. Changing legislation, philosophy, policies, and practices have resulted in dramatic shifts in the skills CTE teachers need. In addition to specific occupational skills, CTE teachers needs skills in meeting the needs of special populations, integrating academic and occupational instruction, coordinating school- and work-based learning, managing work-based programs, and preparing students for both the workplace and postsecondary education. Furthermore, many CTE teachers enter teaching through alternative certification pathways—yet evidence clearly links full teacher preparation and licensure, as provided in traditional teacher education programs, with improved student outcomes.

The Need for Induction Programs

Teacher induction, which usually takes 5 or 6 years, is the total of all the teacher's experiences from the moment the first teaching contract is signed until the teacher is comfortably established as a competent, effective, professional teacher. Well-designed teacher induction programs can improve teacher competence, performance, and effectiveness through ongoing personal support; assessment (including self-assessment and reflection) and feedback on teaching performance and progress; continuing education that builds on preservice education to meet current needs; and positive socialization into the profession (Howey and Zimpher 1991).

Research on the needs and concerns of beginning CTE teachers (Camp and Heath-Camp 1989) resulted in the development of the Teacher Proximity Continuum (TPC), which classifies beginning CTE teachers' "induction detractors" (problems, concerns, experiences, and challenges) into eight categories based on their origin and arranged on a continuum of distance from the teacher:

- **Internal** detractors arise within the teacher.
- **Pedagogy** detractors are related to short-term instructional planning, delivery, evaluation, and improvement.
- **Curriculum** detractors involve medium-term planning of course content and preparation for instruction.
- **Program** detractors arise in long-term departmental or program planning and operation.
- **Student** detractors originate in students.
- **Peer** detractors arise in contacts and exchanges with coworkers.
- **System** detractors encompass individuals and forces within the educational system that require compliance.
- **Community** detractors occur outside the administrative and physical bounds of the educational system.

Recommended Topics for Induction

Joerger and Bremer's study identified topics in selected TPC categories that should be emphasized in CTE teacher induction programs (p. 16):

Internal
- Managing time effectively
- Developing organization skills
- Maintaining a healthy perception of self
- Developing and maintaining self-confidence
- Developing and maintaining a positive attitude toward teaching activities and role
- Balancing personal and professional responsibilities

Pedagogy
- Organizing and designing effective lessons
- Organizing facilities for effective learning
- Managing instruction in laboratory settings
- Locating and securing instructional resources and materials
- Managing the classroom
- Preparing to meet the individual needs of students
- Using alternative teaching methods and strategies
- Preparing for multiple courses
- Soliciting support from administrators
- Using results from principals to enhance teaching performance
- Maintaining a safe learning environment
- Advising and managing student organizations

Students
- Motivating and disciplining students

Curriculum
- Determining the scope, sequence, and pace of courses

Program
- Maintaining a supply of current equipment, supplies, facilities, and materials
- Securing, organizing, and managing safe and attractive facilities

System
- Negotiating for a manageable teaching load
- Advocating for funding and support

Community
- Establishing relationships with the parents or guardians of students
- Establishing support from parents, organizations, and adult groups in the community

Needs of Alternatively Certified Beginning CTE Teachers

Traditionally certified and alternatively certified beginning CTE teachers have many induction needs in common. However, research indicates that some assistance is particularly important for alternatively certified CTE teachers at the beginning of their first year of teaching (p. 12):

- A mentor in the same or related instructional area and a support group
- Curriculum, identification of resources, a record of helpful tips, and instructional materials from the previous instructor
- An orientation to the career and technical student organization
- An orientation to system workings, policies, and procedures
- More preparation time before the beginning of courses
- Access to a variety of workshops when needed

Alternatively certified CTE teachers need continued assistance during their first year of teaching (p. 12):

- A continuous orientation program that addresses all aspects of teaching
- A handbook for first-year teachers that includes a list of resources and supplies
- A help hotline for new and beginning teachers

Activities for Policy Makers

The study also identified policymaker activities in two TPC categories that can optimize the experience of beginning CTE teachers (p. 17):

Peers
- Facilitate activities that foster the development of collegial relationships with teacher colleagues.

System
- Create convenient and clear ways for understanding complex school systems and policies.
- Provide adequate time and resources to prepare for initial teaching assignments.
- Provide instruction on effective time management.
- Provide suggestions and assistance to lighten the burden of clerical work.
- Provide program-specific and general school orientations.
- Limit the number and scope of extra teaching duties.
- Clarify the process of formal observations and evaluations conducted by district personnel.
- Provide quality facilities and materials for classroom and laboratory instruction.
- Serve as an advocate of beginning teachers and their programs.

Model for Induction Assistance

A model for induction assistance adapted from Heath-Camp et al. (1992) consists of 11 components (pp. 30-34):

- Each new CTE teacher should receive a **Beginning Teacher Handbook** with information on the induction program, calendars of activities, contact person directories, induction activity materials, teaching resource listings.
- Beginning CTE teachers should also receive a **Detailed Orientation** providing information and materials on the induction program and other institutional professional development programs.
- Carefully selected teachers should receive release time, reduced loads, stipends, or other remuneration to participate in a **Structured Mentoring Program** to meet the personal, professional, and instructional needs of new CTE teachers through support, encouragement, and coaching.
- A **Teacher Peer Support Group** should be limited to beginning teachers; meetings or listservs provide a mechanism to discuss common experiences, problems, challenges, resources, solutions, and successes.
- Local schools, state departments of education, teacher education institutions, and professional administrators' organizations must provide **Systematic Administrative Support** for effective teacher induction programs.
- A professionally staffed **Professional Development Center** should centralize and stage professional development activities for both beginning and experienced CTE teachers in partnership with a teacher education institution.
- A successful teacher should provide leadership as **Professional Development Coordinator**, organizing, facilitating, and coordinating teacher induction and other inservice programms and creating partnerships with teacher education institutions.
- The Professional Development Coordinator should identify **Certification Courses** that meet specific requirements for alternative or provisional certification.
- **Coaching in Reflection** allows beginning CTE teachers to benefit from critical analysis of their own teaching activities and experiences.
- Each beginning teacher should develop a **Professional Development Plan** with short-, medium-, and long-term goals and strategies to meet those goals.
- **Ongoing Inservice Workshops** should be based on initial and periodic needs assessment, provide programming to meet those needs in meaningful formats, and balance time for sharing, reflection, and direct instruction.

Combining these 11 components into a comprehensive teacher induction program requires support not only from the local school system but also from active partners—state department of education, outside funding sources, professional organizations, and teacher education institutions.

Teacher induction programs cannot address all the problems that beginning CTE teachers might encounter (e.g., outdated equipment), but they can do much to help. Teacher induction programs can improve the knowledge and competencies of beginning CTE teachers and lead to higher job satisfaction, lower teacher turnover, and improved student achievement.

References

Camp, W. G., and Heath-Camp, B. "Induction Detractors of Beginning Vocational Teachers with and without Teacher Education." Paper presented at the Annual Meeting of the American Vocational Education Research Association, Orlando, FL, December 1989. (ED 328 747)

Heath-Camp, B. et al. ***On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools.*** Berkeley: National Center for Research in Vocational Education, University of California, 1992. (ED 342 926)

Howey, K., and Zimpher, N. ***Restructuring the Education of Teachers.*** Reston, VA: Association of Teacher Educators, 1991. (ED 330 649)

The work reported herein was supported under the National Dissemination Center for Career and Technical Education, PR/Award (No. VO51A990004) as administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsement by the Federal Government.